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# Arts and Science

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## Psychology

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Concordia University Loyola Campus

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Faculty of Arts and Science

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PSYCHOLOGY DEPARTMENT

Course Guide

LOYOLA CAMPUS

1976-77

Dr. David W. Ladd, Ph.D., Professor

Teaching Interests: Learning, Memory, Perception, Motivation,  
Cognition, Psychology of Development  
Research in Progress: Memory, Perception, Cognition  
Research Interests: Learning, Memory, Perception, Motivation,  
Cognition, Psychology of Development

COURSE OUTLINES

Dr. David W. Ladd, Ph.D., Professor

Teaching Interests: Learning, Memory, Perception, Motivation,  
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Research in Progress: Memory, Perception, Cognition  
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Cognition, Psychology of Development

This course guide has been prepared months in advance of the 1976-1977 academic year and information contained herein is subject to change.

Students are advised not to purchase any texts without the approval of the department or professor concerned.

Teaching Interests: Learning, Memory, Perception, Motivation,  
Cognition, Psychology of Development  
Research in Progress: Memory, Perception, Cognition  
Research Interests: Learning, Memory, Perception, Motivation,  
Cognition, Psychology of Development

## FACULTY

Assistant Professor and Chairman of the Department

Morris L. Shames, Ph.D. (Manitoba)

- Teaching Interests: Social Psychology. History and Systems in Psychology, Nonverbal and Verbal Communication, Measurement and Scaling.
- Research in Progress: Modalities of experimenter expectancy transmission.
- Research Interests: Correlates of Hypnotic susceptibility, Animal Social Psychology.

Professor

Herbert W. Ladd, Ph.D. (Windsor)

- Teaching Interests: Learning, Research Methods, Statistics, History of Psychology
- Research in Progress: Neurophysiology, electromyography.

Associate Professors

Paul Babarik, Ph.D. (Chicago)

- Teaching Interests: Training psychological enablers for community development.
- Research in Progress: Determining the Canadian human development, and Lewinian foundations of community psychology.
- Research Interests: Systematic and empirical development of institutional psychology.

Robert M. Lambert, Ph.D. (University of Pennsylvania)

- Teaching Interests: Mathematical models of psychological processes, measurement and psychometrics, sensation and perception--especially vision and hearing
- Research in Progress: Auditory localization, visual size and depth perception.
- Research Interest: Discrete element and sequential symbol recognition, logic foundations of theory building and cognition.



Associate Professors con't

J. Heini Bauer, Ph.D. (Manitoba)

Teaching Interests: Animal Behavior, Introductory Psychology  
 Research in Progress: Cooperation and altruism in rats  
 Research Interests: Developmental aspects of vision, early experience, perception in Betta (Siamese Fighting Fish).

Victor Maheux, Ph.D. (McGill)

Teaching Interests: Physiological psychology, Research Methods, Statistics, Learning  
 Research in Progress: None. Having large classes I am dedicating all my time to my students in the performance of my academic duties since my first task on this campus is teaching.  
 Research Interest: Physiological psychology and Perception

Assistant Professors

Robert D. Seens, Ph.D. (University of Victoria)

Teaching Interests: Human Neuroanatomy, Physiological mechanisms of Motivation--Research Methodology.  
 Research Interests: Hypothalamic regulation of energy balance.

Elizabeth C. Mouldoux, M.A. (Louisiana State University)

Teaching Interests: Developmental Psychology, History of Psychology.  
 Research in Progress: Observational studies of play in childhood development.  
 Research Interests: Play in childhood and in culture; development of observational methodology; classical and medieval thought in the history of psychology.

Yvonne L. Perrault, M.Sc. (McGill)

Teaching Interests: Personality, Human Motivation  
 Research in Progress: Testing multivariate prediction models.  
 Research Interest: Correlates of academic underachievement.

Assistant Professors con't

Howard I. Glazer, Ph.D. (University of Texas)

Teaching Interests: Behavior disorders, Statistics, Research Methods.  
 Research in Progress: Effects of assertive training as a psychotherapeutic technique in groups, Animal models of the biochemical basis of depression.  
 Research Interests: Animal learning, Neurophysiology, Psychopharmacology, Psychotherapy.

### THE DEPARTMENT

The psychology department has 11 full-time faculty members. Although the faculty is small in number, there is a broad range of specialization. The department follows the informality and flexibility of the Loyola Campus. The department is small enough to listen to what students have to say, and flexible enough to be able to do something about it. A balance has been created in our department between a friendly, informal atmosphere that respects a student's individuality, and a reasonably well-equipped department with an academic program that has been recognized by graduate and professional schools throughout Canada, the United States and Europe.

The psychology department is located on the third floor of the Bryan Building (one floor above ground level). Most classes are held in the Bryan Building which is convenient for psychology students. All general laboratories including a human learning laboratory, animal quarters and animal surgery facilities are on this floor. The main office is in room 306.

### TEACHING

You will find that there is a diversity of teaching methods in the department. Most of our courses are a mixture of lectures and seminars, but the exact proportion of each in the "mix" varies with the subject matter and the professor. To maintain flexibility in methods of teaching we try to keep enrollment in our courses low, preferably about 30 and definitely not more than 50. The requirements of courses also vary, but final grades are typically based on a variety of indices including any or all of tests and exams, research projects, term papers, and seminar

presentations. Most professors in the department evaluate their teaching by having their students fill in a course evaluation questionnaire which asks students to rate several aspects of the professor and the course.

### PSYCHOLOGY STUDENTS ASSOCIATION

All psychology major, specialization and honours students at Loyola are members of the Psychology Students Association. Every March, eight students are elected to the executive of the P.S.A. and five of these students have voting power in department meetings. Participation in department affairs provides an effective and ongoing liaison between students and faculty. The association plans a number of activities throughout the year around the educational and social interests of its members. Involvement in the P.S.A. provides excellent experience in organization and leadership.

### PROGRAMMES

At the undergraduate level we offer major, specialization and honours programmes leading to the Bachelor of Arts or the Bachelor of Science degree. The B.Sc. programme offers two options, either Chemistry-Biology or Mathematics-Physics. In addition, there is a B.Sc. Specialization in Psychology and Biology. Double majors with other departments can be arranged.

### ADMISSION REQUIREMENTS

Students entering the Science programme in Psychology must have satisfied the Collegial requirements for the *Health Sciences* or *Pure and Applied Sciences*. Students entering the Arts programme in Psychology must have satisfied the Collegial requirements for the *Social Sciences* or



### Administration.

Acceptance into the Honours Programme will depend upon performance during the first university year. Students wishing to register for Honours must apply at the end of the first year and not later than registration time in the second year. The standing of Honours students will be reviewed each year by the department.

Those students wishing to apply for admission to an Honours Programme should obtain an application form from the secretary's office, BR 306, Bryan Building. The completed application together with one copy of the applicant's latest transcript of grades must be filed with the secretary.

All applicants will be notified in writing of their acceptance/non-acceptance into the Honours Programme. Successful applicants will be required to meet with a faculty advisor to work out their course programme.

Successful candidates for the Honours degree will be required to complete 102 credits as opposed to 90 credits required in the Major Programme. The additional credits required of all Honours candidates consist of 1) a Seminar course, and 2) an Honours Thesis. These extra credit courses will be taken in the candidate's final year.

### DESCRIPTION OF THE MAJOR PROGRAMME

A Major consists of a minimum of 42 credits in Psychology for both the B.A. and the B.Sc., including Psychology 300Z, 303A and 301B in the first year. These courses will provide the student with practical experience in psychological research of all types, and an understanding of the philosophical and scientific origins of Psychology and of the epistemological basis of scientific research methodologies. In addition, the B.Sc. programme requires nine Science credits in either Chemistry and Biology or in Mathematics and Physics.

### DESCRIPTION OF THE "SPECIALIZATION" PROGRAMME

The department offers a "Specialization" in both Arts and Science, which affords a greater degree of specialization in the field than does a Major Programme. A total of 60 credits in Psychology are required, including Psychology 300Z, 303A and 301B in the first year and six credits chosen from one of five streams in the second year. In addition, the "Specialization" in science includes nine required credits from either Biology and Chemistry or Mathematics and Physics.

### DESCRIPTION OF THE HONOURS PROGRAMME AND SPECIAL REQUIREMENTS

The department offers an Honours degree in both Arts and Science. Honours represents a greater degree of specialization in the field than a Major Programme allows and is an indication of higher academic standing. In order to be admitted to the programme a student must have met the same criteria which define the successful Honours student. A successful Honours student must achieve and maintain no less than a 70% minimum grade in each Psychology course taken, not less than 55% in any course and a 65% overall average. A student not meeting these requirements will lose the Honours status, but may continue in the Major Programme.

### CAREER OPPORTUNITIES

A bachelor's degree in Psychology will *not* admit you directly to a profession, but it does provide a stepping stone to many other professions. While some of our honours and major students do go on for advanced degrees in psychology at graduate schools in Canada, the United States and Europe, many other students find that specialization in psychology is a useful background for a variety of different professions.

Although proportionally fewer students are being accepted into graduate schools, students with a major or honours degree can enter other fields including education, social work, community service, business, industry and the civil service.

#### UNDERGRADUATE ELECTIVE COURSES

##### Category I

##### Experimental/General

308Z	Sensation and Perception
310Z	Learning
313A	Anatomical and Physiological E&M I
400Z	History of Psychology
401A	Experimental Statistics
403B	Research Methods II
405A	Scaling
405B	Scaling
407A	Measurement
407B	Measurement
408Z	Human Information Processing
409A	Field Research Methodology
409B	Field Research Methodology
412Z	Animal Behavior
413B	Anatomical and Physiological E&M II
414Z	Physiological Psychology
415B	Psychology of Time
504Z	Mathematical Theories

11 COURSES

##### Category II

##### Social/Developmental

302Z	Human Motivation
304Z	Developmental Psychology
306Z	Personality
311A	Psychology in Action
402Z	Social Psychology
404Z	Child Development Practicum
406Z	Community Psychology
410Z	Behavior Disorders
417A	The Psychology of Communication and Language
419B	Psycholinguistics
508Z	Community Psychology Practicum
9½	COURSES

NOTE: Not all courses offered in the calendar are represented in the course guide, and not all course descriptions in the course guide will necessarily be offered in 1976-1977.

#### INFORMATION

For further information about any programme in Psychology, telephone 482-0320 ext. 497.



PSYCHOLOGY 200Z, -S  
Introductory Psychology

Instructor: J. H. Bauer  
 Maximum: 45 Students

DAY

Description: This course is intended for the general arts and science student. In addition to introducing some major ideas and findings of Theoretical Psychology, we will examine the advantages and strengths of a behavioristic approach which studies man as an organism by means of the experimental methods of the biological and social sciences. We will also explore some of the limits of this approach through a consideration of some more traditional and esoteric psychologies. This course does not constitute a psychology credit for the psychology major or honours student.

Prerequisite: None

Format: Lectures, discussion and audio-visual aids where appropriate.

Evaluation: (Approximate)  
 40% Objective Tests  
 20% Assignments  
 20% Book reports  
 20% Final Exam

Relevance: This is a traditional, basic introductory course. This credit is useful to the non-major student who wishes to obtain some familiarity with the field. At the same time it provides the necessary background for students wishing to major in Psychology but who have not had a Psychology course in the past.

Workload: Class time: Three hours per week (Six hours for the accelerated course)  
 Work time: Four hours per week for the average student.

PSYCHOLOGY 300Z  
Historical Approach to Systematic Psychology

Instructor: Herbert W. Ladd  
 Maximum: 45 Students per section

DAY

Description: This course provides a broad survey of the major historical and antecedent intellectual developments in the Western world which resulted in the emergence of psychology as a scientific endeavor. Prescientific contributions from mythology, theology and philosophy are considered first. Second, the early contributions from the natural and biological sciences are examined. Third, the foundation of contemporary psychology are then viewed (Structuralism, Functionalism, Behaviorism, Gestalt psychology, and Psychoanalysis).

For: Anyone and a required course for psychology majors.

Prerequisite: None

Format: Required: Assigned readings, class assignments, preparation and presentation of seminar.  
 Recommended: Lectures, suggested readings.

Evaluation: One 5 - 10 minute test per week or every other week - 40%.  
 Seminar - 20%. Final Examination - 40%.

Work Load: 3 - 6 hours per week.

Visitors: By permission only.

Book List: Available first day of classes.

Excerpt: "No one may consider himself competent in a field if he is ignorant of the history and background of its subject matter." (Dr. J. P. Zweig, Department of Psychology, Sir George Williams Campus, Concordia University)



12.

PSYCHOLOGY 301B  
Statistics

Instructor: Howard I. Glazer  
 Maximum: 45 Students

DAY

Description: An introduction to statistics for describing and analyzing data from psychological experiments. The emphasis will be on logic and concepts underlying the use of statistics for making parametric inferences, and relating specific statistical tests to experimental designs.

Format: Three lectures per week.

Evaluation: Frequent term tests and a final three-hour examination.

Materials: Electronic calculator with square root function.

Books: Mendenhall, W. and Ramey, M. Statistics for Psychology  
 Duxbury Press, North Scituate, Mass., 1973.

PSYCHOLOGY 302Z  
Human Motivation

Instructor: Yvonne L. Perrault  
 Maximum: 45 Students

DAY

Description: Designed to introduce the student to concepts and theoretical models in the study of *human* motivation. Includes discussion of: Primary and secondary motivation; frustration, conflict and stress as extreme motivational states; understanding of motivation in terms of social incentives, perception, and emotional states; global theories of motivation.

Relevant To: Applied Psychology; general interest towards understanding the *WHY's* of human behavior.

For: Anyone.

Prerequisite: None

Format: Required: Lectures, assigned readings, reasonable study habits.  
 Available: Films.

Evaluation: By professor alone. Several tests consisting of multiple choice and/or essay questions during the academic year, and a final three-hour examination.

Work Load: Three hours per week. Independent study recommended.

Visitors: Yes, if space available.

Book List: A required reading list will be assigned.

Excerpt: "The biologically primitive hunger, pain, and sex drives are important in behavior, but these are not all of motivation." (Hebb, 1966, p. 171)

14.

PSYCHOLOGY 303A  
Research Methods I

Instructor: Victor Maheux  
 Maximum: 40 Students

DAY

Description: A lecture and laboratory half course on basic methods used in psychological research. Students will be required to plan and conduct experiments for class and individual projects, and prepare research reports on the experiments conducted.

For: All majors in psychology.

Prerequisite: Pre-university programme.

Format: Required: Laboratory work with human subjects mostly, or live animals. Students in the class will have to serve either as subjects or experimenters for class projects. Opportunity will be given to the student for independent study in the field of his interest.

Evaluation: Based on class and individual projects (about 50% of grade); Midterm and final examinations (about 50% of grade).

Work Load: Lectures: Three hours per week.  
 Laboratory: An average of three hours per week for laboratory work and research report preparation. Work tends to pile up toward end of term.

Visitors: No, due to lack of space.

Book List: Matheson, D. W., Bruce, R. L., and Beauchamp, K. L. Introduction to experimental psychology. New York: Holt, Rinehart, and Winston, Inc., 1974.  
 APA Publication Manual, 1974.  
 Some reference books on reserve in library.

PSYCHOLOGY 303A  
Research Methods I

Instructor: Robert D. Seens  
 Maximum: 40 Students

DAY

Description: A lecture and laboratory course in basic methods used in psychological research.

Prerequisite: None

Format: Three hours of lectures per week, and three hours of laboratory work per week.

Evaluation: Laboratory assignments: Approximately 50% of course grade. Term tests and final exam: Balance of course grade.

Book List: Required: Matheson, D. W., Bruce, R. L. and Beauchamp, K. L. Introduction to experimental psychology, (2nd ed.) New York: Holt, Rinehart and Winston, 1974.  
 Recommended: APA publication manual, Washington, 1974 revision.



16.

PSYCHOLOGY 304Z  
Developmental Psychology

Instructor: Elizabeth Mouldoux  
 Maximum: 45 Students

DAY

Description: This course is an introductory survey of developmental psychology. The major methodological and theoretical orientations are presented; various viewpoints, either complementary or contradictory, are considered on all topics covered. Developmental characteristics of the various stages from conception to maturity are related to research and theory, from both an individual and social perspective. Strongest single emphasis is on Piaget, and methodologically on observation and description and use of interdisciplinary sources.

For: Anyone interested in human psychology, either theoretical or applied.

Prerequisite: None

Format: Required: Lectures, assigned reading in textbook and other sources; preparation of reports on observations of children at play.

Evaluation: By professor alone, based on: Three or four term tests (multiple choice and short answer type); two observation reports (on play and on drawing).

Work Load: Three lecture hours per week. Reading and report preparation in addition. Course outline is distributed at beginning of course. While minimum expectations are made clear, students can exercise initiative in extending the scope of their observations and in additional suggested reading.

Book List: Required Text: Mussen, Conger and Kagan, Child Development and Personality, 4th edition (Text may be changed in 1976-1977).  
Required Readings: about ten articles are assigned; reading is required for the observation topics; all on reserve in library.

PSYCHOLOGY 306Z

Personality

Instructor: Yvonne L. Perrault  
 Maximum: 45 Students

DAY

Description: Designed to introduce the student to major theories of personality. Includes Freud's, Lewin's, Cattell's, Allport's theories. Emphasis is on structures, dynamics and development of personality as conceptualized by each theorist. In the broad sense, attention is directed towards three theoretical models: dynamic, mechanistic and humanistic, as exemplified by psychoanalysis, learning theory and existential theory.

Relevant To: Applied Psychology, general interest towards understanding human behavior.

For: Anyone

Prerequisite: None, but interest in human (versus animal) behavior is essential.

Format: Required: Lectures, assigned text, a term paper, reasonable study habits.  
Available: Films, individual or small group discussions of course content or term paper with professor.

Evaluation: By professor alone. Mid-course examination consisting of short essay questions, a term paper due in February, and a final three-hour examination consisting of essay and multiple choice questions.

Work Load: Three hours per week (day) or two and one half hours per week (evening). Independent study recommended.

Visitors: Yes, if space available.

Book List: Required: Hall and Lindzey, Theories of Personality, John Wiley

Excerpt: "Theories of personality are distinguished primarily by an attempt at completeness. Theorists in other areas of psychology may safely limit themselves, at present, to partial or full explanations of learning or motivation or perception or auditory threshold effects. In contrast, the personality theorist is faced with the task of explaining the complex behavior of the total human organism." (Marx and Hillix, 1963, p. 305).

PSYCHOLOGY 308Z  
Sensation and Perception

Instructor: Robert M. Lambert  
 Maximum: 45 Students

DAY

Description: This course deals with the question of how the sense organs and mental activity of a human being receive and act upon stimulation from the physical world and convert that stimulation into information about the physical world. All senses are considered; but vision and hearing are emphasized. The nature and implications of sensory defects are examined as part of the treatment.

Prerequisite: None

Format: Lectures

Evaluation: Three midterm examinations  
 One final examination

Book List: Not yet decided.

PSYCHOLOGY 310Z  
Psychology of Learning

Instructor: Herbert W. Ladd  
 Maximum: 45 Students

DAY

Description: This course is empirically oriented in contrast to a theoretical orientation. The principle objectives are, as a consequence, two-fold. The first is to acquaint the student with the basic known variables and procedures of the learning process, e.g., stimulus, response, classical conditioning and instrumental conditioning; the second is to acquaint the student with the processes of reinforcement, acquisition, generalization, discrimination and extinction. This will cover approximately the first three-fourths of the course. The final one-fourth will be given to the consideration of more complex human learning processes such as problem-solving behavior.

For: Principally for psychology majors and honours.

Prerequisite: None

Format: Required: Assigned readings, four to six basic experiments and one major experiment, and class assignments.  
Recommended: Lectures  
Available: Seminars, Tutorials, and supplementary laboratory work.

Evaluation: One 5 - 10 minute test per week or every other week - 25%  
 major experiment - 25%; and Final examination - 50%.

Work Load: Six to ten hours per week.

Visitors: By permission only.

Book List: Available first day of classes.

Excerpt: "The learning process itself is not at this time observable--although most would agree that such a process is an acceptable and a reasonable inference from behavioral changes."



20.

## PSYCHOLOGY 311A

Psychology in Action: Developments in the Science and Application of Psychology.

Instructor: Paul Babarik

Maximum: 45 Students

DAY

Description: Following Boring's definition that "Psychology is what psychologists do" the mess that is organized psychology will be researched using relevant articles of the last ten years, from the American Psychologist and the Canadian Psychologist, to determine professional and non-professional opportunities and non-opportunities in psychology through 1984, and to determine the scientific and ethical stresses that are affecting the development of psychology and therefore the future of students of psychology. The class as a whole will consider what psychologists have in common or in general, including general scientific schisms. Then the class will be subdivided into research teams to consider the specializations of psychology along psychological factor or family groupings. These are 1) clinical-psychotherapy, 2) experimental vs. humanistic, 3) developmental and social, 4) educational and teaching, 5) industrial, consumer, and other applied. The course then is a first course in how to survive in psychology, given the prohibitive odds of getting into graduate school in the first place, and getting employment in psychology subsequently.

Texts: None: No text exists. There will be a very long required reading list on reserve. Each student will be required to read about 250 pages of the General titles plus those of the one-factor-family he or she will specialize in; which will entail about 150 additional pages.

Assignments

and Grading: The first-half assignment will be a display presentation of the state of the opportunities in psychology for the students' cohort and a term paper on this, and the main theoretical divisions currently operating in psychology. The second-half assignment will be a seminar presented by each team on the psychological families, and a final report linking the special field to the general field. There will be no final examination. Fifty percent of the grades will be given for each half set. The amount of work assigned will be as heavy as in a graduate school course.

## PSYCHOLOGY 313A

Anatomical and Physiological Bases of Motivation and Emotion I

Instructor: Robert D. Seens

Maximum: 45 Students

DAY

Description: A detailed study of the gross structure and functions of the human nervous system comprises the subject matter of this half course. While this is an elective course open to all students anyone taking this course should have a basic appreciation for a physiological approach to the study of topics in psychology. This course is a prerequisite for both 413B and 414Z.

Prerequisite: None

Format: Three hours of lectures per week. Considerable reading and study time outside of lecture periods is mandatory for any student taking this course. It is assumed by the instructor that students entering this course are proficient in their reading and study capabilities commensurate with normal expectations at the university level.

Evaluation: In-class term tests (two or three) - 40 - 60 percent of course grade. Final exam - balance of course grade.

Book List: Required: Guyton, A. C. Organ physiology: Structure and function of the nervous system. Philadelphia, Saunders, 1972.  
On Library reserve: Netter, F. H. Nervous System vol. 1, CIBA.  
Recommended: Dorland's pocket medical dictionary, 21st ed., Saunders, 1968.

PSYCHOLOGY 400Z  
History of Psychology

Instructor: Elizabeth Mouldedoux

DAY

**Description:** This is an advanced course, in seminar format, for those students who wish to pursue in greater detail and depth, developments in intellectual history pertinent to modern psychology. In the first term major exemplary thinkers are examined, from the pre-Socratics, and including Plato, Aristotle, the Hebrews, early Christians and Romans, St. Augustine, medieval period, St. Thomas Aquinas, the scientific revolution, etc., to the nineteenth century. An attempt is made to relate developments in thought to the broader social-historical context of the times and to examine recurring basic themes and presuppositions, such as continuity and discontinuity, form and matter, reductionism and rationalism, realism and subjectivism, etc. In the second term the major twentieth century systems are studied with addition of phenomenology and existentialism; there is sufficient flexibility to allow students with special interests to research historical backgrounds of subject areas.

**Relevant To:** Graduate work or professional training in psychology and related fields; extends and deepens the historical and philosophical appreciation begun in Psychology 300.

**For:** Psychology majors primarily, but also of interest to others in the human studies.

**Prerequisite:** Psychology 300 for Psychology majors; second and third year non-majors with history and philosophy courses may be admitted with permission of the instructor.

**Format:** Seminar format is followed. Seminar presentations are required each term; students are expected to read on all seminar topics and to participate in discussions which ensue from presentations. Lectures are given at beginning and end of each term for purposes of introduction and summary.

**Evaluation:** Seminar presentations one each term, with higher standards and more weight given to second term presentations; participation in discussion; mid-term test and final examination (both essay type).

**Work Load:** Three classroom hours; reading and seminar preparation in addition.

**Book List:** Available at beginning of course. Essential reading is on reserve; some may also be purchased from bookstore in paperback editions.

PSYCHOLOGY 401A  
Statistics

Instructor: Robert M. Lambert

Maximum: 45 Students

DAY

**Description:** This course is an intermediate level course on the use of statistical methods for analysing the data from experiments in psychology. The course emphasizes the intuitions underlying and the implications of statistical methods, as well as the logic relating specific statistical methods to specific types of experiments.

**Prerequisite:** Psychology 301B

**Format:** Three lectures per week.

**Evaluation:** Two mid-term examinations.  
 One final examination.

**Book List:** Not yet decided.



PSYCHOLOGY 402Z  
Social Psychology

Instructor: Morris L. Shames  
 Maximum: 45 Students

DAY

**Description:** An introduction to the methodology, research and concepts in some basic areas of contemporary social psychology. Such exemplary areas as group dynamics involving coalition-formation, group problem-solving, communication networks and leadership will be treated along with social influence phenomena comprising interpersonal perception, conformity, attitude development and change, and aggression. This course intends to survey the discipline without sacrificing depth for breadth.

**Relevant To:** Applied psychology and experimental psychology in particular but the total scope of the course is not limited to these interests. The course is intended to be specifically socio-tropic in character.

**For:** Anyone, but psychology majors and students in cognate disciplines are preferred.

**Prerequisite:** Psychology 300Z is the minimal prerequisite.

**Format:** Predominantly lectures. Depending upon the composition of the class, seminars may be conducted. Quality films may be employed wherever their relevance to the course is clear.

**Evaluation:** By the instructor alone. Generally, two major tests, at Christmas and a final are required in conjunction with a research project in social psychology, or one or two review papers in the area, in lieu of a research project. These requirements are, in some measure, tentative.

**Work Load:** Minimally, three hours per week over both terms. This will comprise lectures predominantly and/or seminars. This represents the in-classroom requirement only.

**Book List:** Changes sporadically. A good possibility is: Berkowitz, L. A survey of social psychology. Hinsdale, Illinois: The Dryden Press, 1975. ... and assigned readings.

**Excerpt:** "Nothing is so practical as a good theory" (Lewin)  
 "In the community of scientifically-oriented social psychologists, the humanistically-inclined must be welcomed as a brother." (Shames)

PSYCHOLOGY 403B  
Research Methods II

Instructor: Victor Maheux  
 Maximum: 40 Students

DAY

**Description:** This half course is a continuation of Research Methods I. It deals with complex research designs used in psychology. Students will be required to plan and conduct experiments for class and individual projects, and prepare research reports.

**For:** All majors and honours in psychology.

**Prerequisite:** Psychology 301B and 303A.

**Format:** Required: Laboratory work with human subjects mostly, or live animals. Students in the class will have to serve either as subjects or experimenters in class projects. Opportunity will be given to students for independent study in the field of their interest.

**Evaluation:** Based on class and individual laboratory projects (about 50% of grade) as well on the mid-term and final examinations (about 50% of grade).

**Work Load:** Lectures: Three hours per week for the duration of the semester.  
Laboratory: An average of three hours per week for laboratory work and research report preparation. Work tends to pile up toward end of term.

**Visitors:** No, due to lack of space.

**Book List:** Textbook: Not known as of December, 1975.  
 APA Publication Manual, 1974.  
 Some reference books on reserve in library.

PSYCHOLOGY 403B  
Research Methods II

Instructor: Robert D. Seens  
 Maximum: 40 Students

DAY

Description: This course is a continuation of Research Methods I.

Prerequisite: Psychology 301B, 303A and 401A.

Format: Three hours of lectures per week, and three hours of laboratory work per week.

Evaluation: Laboratory assignments: approximately 50% of course grade.  
 Term tests and final exam: balance of course grade.

Book List: Textbook not yet selected.

Work Load: Minimum, three hours per week per book term. This will be approximately the same as the work load in the first semester.

Book List: Change periodically. A good possibility is: Berkowitz, L. A survey of social psychology. Hinsdale, Illinois: The Dryden Press, 1971. ... and assigned readings.

Excerpt: "Nothing is as practical as a good theory" (Levin)  
 "In the community of scientifically-oriented social psychologists, the humanistically-inclined must be welcomed as a brother." (Shaw)

PSYCHOLOGY 404Z  
Practicum in Early Childhood Development

Instructor: Elizabeth Mouledoux  
 Maximum: 20 Students

DAY

Description: This course coordinates study of theory and research in early childhood development and education with practical experience of participation and observation in the Loyola day nursery.

For: Students who have had a course in developmental psychology and who are interested in further work in developmental psychology or in applied fields involving children, such as education, special education, clinical psychology, social work, nursing, etc.

Prerequisite: A university level course in developmental psychology.

Format: Required: A minimum of two hours per week of observation and participation in the nursery; two hours per week lecture and discussion in classroom; periodic staff meetings with nursery teachers and professor; assigned reading on reserve in library; preparation of observation assignments and reports; one term project; reliability in attendance is essential in this course.

Evaluation: By professor alone, is based on: a final examination (either a three-hour essay exam or a take-home exam); monthly observation reports; a term project; assessment by professor of quality of participation in nursery school and in class and staff meetings.

Work Load: Minimum is average of four and one-half hours per week required physical attendance; reading, writing up observations, term project, etc. are additional to this.

Visitors: Classroom, yes; Staff meetings, no; Nursery School, by prior arrangement with nursery school teacher.

Book List: Distributed at beginning of course. Reading is in books and articles on reserve, and in two or three paperback books which may be purchased.



PSYCHOLOGY 406Z  
Community Psychology

Instructor: Paul Babarik  
 Maximum: 45 Students

DAY

Description: A series of discursive lectures will be given to make students first aware of the kinds of behaviors that create the crisis of crises, or the man-made societal problems, and then to orient the student to a more powerful way of overdeveloped-victimizers for the underdeveloped-victims. In the second half of the course specific psychological findings that can be utilized to enable community change will be taught as specific guidelines and strategies. Along with this theory, applicable to the doomsday problems facing us now, not others elsewhere in the future, the class will be subdivided into groups which will work with one of about six community action organizations. This exploration into the psychology of institution change calls for learning the theory, and first-hand effort at changing established policies and politics. The confusion, complexity and world-scale of the problem behavior at issue will require a tolerance for ambiguity on the part of the student, and readiness to participate as an activist citizen in community experiments. The work load, both in time and complexity of subject matter, will be as heavy as a graduate level course.

Texts: Kortzen, F. F., Cook, S. W., Lacey, J. L. (Eds.) Psychology and the problems of society, Washington, D. C., American Psychological Association, 1970.  
 Marrow, A. J. The practical theorist: The life and work of Kurt Lewin. New York: Basic Books, 1969.  
 O'Connell, J. O., The injury industry and the remedy of no-fault auto insurance. New York: Commerce Clearing House, 1971.

Current newspapers and new periodicals.  
 Additional selected readings.

Prerequisite: Introductory Psychology or Introductory Social Science, plus readiness to play participant role in community action.

Assignments and Grading: 1. My community; an autobiographical statement of what and who I am a version and a member; or of your alienation. September 13, 1976.  
 2. Review paper (10): From a sense of community to the foundations for community psychology. An analysis of the life and work of K. Lewin, based on Marrow's book. Oct.

PSYCHOLOGY 406Z  
Community Psychology con't

Instructor: Paul Babarik  
 Maximum: 45 Students

DAY

Assignments and Grading con't: 3. Test on course section I, Historical development and changing orientations of community psychology perspectives. (10) January  
 4. Report on participant observation of a community action group, its behavior, organization, aims and objectives, manifest or inferred ideology and underlying values. (10) January  
 5. Information bank in a man-made problem area. (10) January.  
 6. An analysis, as participant-conceptualizers, of the application of community psychology guidelines; orientations, strategies and techniques in the community action project or program chosen in the fall. The information bank is to be integrated into this report and quasi-scientific generalizations made. (10) April.  
 7. Final examination. April 1977. (30).

PSYCHOLOGY 405A/B  
Scaling

Instructor: Morris L. Shames  
Maximum: 40 Students

DAY

Description: This course is designed to introduce the student to the theory and methods of scaling, i.e., subjective estimate methods, fractionation and equisection methods, etc. The practical focus of attention in this course will be on construction of attitude scales and psychological tests. Theory and practice, hopefully, will be given equal attention.

Relevant To: Social psychology and mental testing, in particular. More generically, this course relates to both experimental psychology and applied psychology.

For: Psychology majors are preferred although the course is open to anyone who has the prerequisites and/or the talent.

Prerequisite: Psychology 300A, 301B and 303A.

Format: Predominantly lectures but a good deal of time may be spent on labs and seminars. (Tentative).

Evaluation: At least 50% of the student's total, final grade will be derived from lab assignments and/or seminar presentations. The remainder, not less than 30% of the final grade, will be derived from a final examination. (Professor alone).

Work Load: The in-class time requirement will be three hours per week over the course of one term.

Book List: Either of the following represents a good bet:  
Torgerson, W. Theory and methods of scaling. New York: John Wiley & Sons, Inc., 1958 (\$10 approximately) or  
Nunnally, J. C. Introduction to psychological measurement. New York: McGraw-Hill, 1970. (\$12 approximately)  
These texts would, of course, be read selectively.

Excerpt: "Psychology, most often, can be no more sophisticated than the clarity with which it specifies its constructs. If there are detachable values to be found in psychology, it is the metrician who will have a great hand in giving them to society." (Shames)  
  
"To seek shelter in the apparent neatness of conceptions regarding 'real' scales is not to provide answers about the properties of measurement scales but to ask logically unanswerable questions." (Nunnally)

PSYCHOLOGY 407A/B  
Measurement

Instructor: TBA  
Maximum: 45 Students

DAY

Description: This course will define fundamental, derived and "pointer" measurement in Science; and will examine the nature of psychological tests as "pointer" measures. The notion of "uniqueness" of a scale will be defined and related to the feasibility of performing arithmetic operations on measurement scores.

Prerequisite: Psychology 300Z, 303A and 301B.

Format: Three hours of lectures per week.



PSYCHOLOGY 409A/B  
Field Research Methodology

Instructor: TBA  
 Maximum: 40 Students

DAY

Description: This course includes an introduction to issues, rationales and techniques of analyses of complex behavior in non-laboratory, field settings. Examples for study will be drawn from applied fields such as community and social issues, clinical and counselling psychology, education and industry.

Prerequisite: Psychology 300Z.

Format: Three hours of lectures per week, laboratory work to be arranged.

Prerequisites: Psychology 300Z, 301Z and 302Z.

Format: The course includes a good deal of time may be spent on lab and readings. (Thompson)

Evaluation: At least 75% of the student's work. Final grade will be based on lab assignments and/or seminar presentations. The student must pass at least 75% of the final grade, with or without a final examination. (Thompson)

Work Load: The in-class time requirement will be three hours per week over the course of one term.

Textbook: Either of the following represents a good text:  
 Thompson, W. Theory and practice of psychology. New York: John Wiley & Sons, 1964, 1972 (1972 approximately) or  
 Mowrer, R. S. Introduction to psychological science. New York: Macmillan, 1972. (1972 approximately)  
 These texts would, of course, be read selectively.

Format: Psychology, most often, can be an exact science, but the clarity with which it specifies the constructs. If there are detachable values to be found in psychology, it is the marriage who will have a great deal in giving them to society." (Thompson)

"The main problem in the apparent business of measurement regarding 'real' values is not to provide answers about the properties of measurement scales but to ask logically unanswerable questions." (Thompson)

PSYCHOLOGY 410Z  
Behavior Disorders

Instructor: Howard I. Glazer  
 Maximum: 45 Students

DAY

Description: This will be a survey course in the area of behavioral disorders. Historical perspectives, psychosocial models and etiological factors in the development of abnormal behavior will be discussed. The major part of the course will be devoted to a study of the neuroses, psychoses, personality disorders, psychosomatic disorders and sexual deviations. Therapeutic techniques will also be discussed with an emphasis on a behaviorally oriented approach to psychological disorders and their treatment.

Format: Both lecture and seminar format.

Prerequisite: Psychology 306Z

Evaluation: Term tests, mid-course, and final examination, term paper. All test questions are essay type.

Textbook: Coleman, J. C. Abnormal Psychology and Modern Life, Scott, Foresman and Co., Fourth Edition, 1972.

PSYCHOLOGY 412Z  
Animal Behavior

Instructor: J. H. Bauer  
Maximum: 45 Students

DAY

Description: The study of animal behavior, its description, function and causes, from a comparative bio-psychological point of view.

Prerequisite: Psychology 300Z

Relevance: Course material is drawn primarily from comparative psychology and ethology with an emphasis on ecology. Considering the biological emphasis in general psychology and the extensive use of animals in psychological research, this course should be of value to most psychology (majors or honours). The course is also of value to biology students interested in animal behavior.

Format: Lecture, discussion, and audio visual aids, where appropriate, seminar presentation if class size permits.

Evaluation: Christmas Exam: 20%  
Final Exam: 20%  
Term Work: 60% (includes Book report 10%, two observation reports 20%, and seminar or term paper 30%)

Work Load: Class time - three hours per week  
- four hours per week for the average student.

PSYCHOLOGY 413B  
Anatomical and Physiological Bases of Motivation and Emotion II

Instructor: Robert D. Seens  
Maximum: 45 Students

DAY

Description: An elective course open to any student satisfying the required prerequisites. Students selecting this course should have a basic appreciation for a physiological approach to the study of behavior. Consideration is given to an examination of fundamental theories of motivation and emotion as have been developed in psychology. Both animal and human research data are considered.

Prerequisite: Psychology 313A or its equivalent.

Format: Three hours of lectures per week. Extensive reading from a variety of source material is a must for students taking this course. The instructor of this course assumes that for every hour in class time each student will invest a minimum of two hours out of class in reading and study time.

Evaluation: In-class term tests: approximately 40 - 60% of course grade. Final exam - balance of course grade.

Book List: 1. Hokanson, J. E. The physiological bases of motivation. New York, Wiley, 1969.  
2. A collection of Scientific American readings.



PSYCHOLOGY 414Z  
Physiological Psychology

Instructor: Victor Maheux  
 Maximum: 45 Students

DAY

Description: The course deals with mechanisms underlying behavior. The main topics studied include the nervous system, perception, learning, emotion, motivation, brain dynamics, stress, psychosomatic disorders, etc.

For: Psychology and Biology majors and honours.

Prerequisite: Psychology 300Z, 301B, 303A and 313A. Students not meeting the above requirements but interested in the course should contact the professor concerned.

Format: Required: Good understanding of textbook, assigned readings. Lectures are relevant to exams. Term paper on a topic of interest dealing with physiological psychology.

Evaluation: Four term tests (about 50% of final grade). Term paper and final examination (about 50% of final grade).

Work Load: Lectures: Three hours per week. Minimum work load would appear to be five hours per week every week.

Visitors: Yes, if room is available.

Book List: Textbook: Not decided as of December 1975. Some reference books on reserve in library.

PSYCHOLOGY 415B  
Psychology of Time

Instructor: Paul Babarik  
 Maximum: 45 Students

DAY

Description: Timing, time perception and temporal orientation constitute basic conditions for behavior. The development and functioning of time experience will be reviewed in general. Then each student will produce either a theoretical review or an experimental report in one special aspect of time. In either case the student will conduct a seminar on his or her area of research. The special areas to be considered are 1) time and philosophy, biology and physics; 2) time and general experimental psychology; and 3) time and social, psychoanalytic and developmental (life span) psychology.

Texts: Ornstein, R. E. On the experience of time, London: Penguin, 1969.

Babarik, P. Time and its relationship to human behavior: Notes toward a theory of time. Mimeographed manuscript.

Assignments and Grading: Two reports are to be prepared, first a historical review of the study of time and second, either a theoretical review of research in one area of time, since 1960, or an experimental study of a time variable.

Prerequisite: Major or honours standing in psychology.

## PSYCHOLOGY 417A

The Psychology of Communication and Language

Instructor: Morris L. Shames

Maximum: 45 Students

DAY

Description: This course will deal, first, with nonverbal communication systems among infrahuman and human organisms. Primary emphasis, however, will be laid upon language, treated in terms of its structures and functions. Topics will be chosen from among such exemplars as language acquisition, types of language classification, theories of meaning and the use of language, language and socialization, and other cognitive dimensions of language. This course intends to survey yet maintain a fair degree of depth.

Relevant To: People interested in pursuing the study of communication, linguistics, etc.

For: Psychology majors are preferred but anyone with the prerequisite and/or cognate background is welcome.

Prerequisite: Psychology 300Z and/or a cognate background.

Format: Predominantly lectures and seminars if class dimensions and composition permit.

Evaluation: At least 50% of the student's total, final grade will be derived from a term paper and/or seminar assignment. The remainder, no less than 30% of the final grade, will be derived from a final examination. The professor, alone, is responsible for the evaluation.

Work Load: The in-classroom time requirement is three hours per week over one term.

Book List: There are a plethora of excellent choices available, so much so, that a decision at this time is impossible. There may, in fact, be some resort to collected readings.

Excerpt: "Frequently, we--members of the animal kingdom--all communicate but we do not all speak. It is both man's boon and his bane that he does speak and has lost the innocence of his infrahuman relatives." (Shames)

"During the First World War it became clear to me that a process was going on which before then I had only surmised. This was the growing difficulty of genuine dialogue, and most especially of genuine dialogue between men of different kinds and convictions. Direct, frank dialogue is becoming ever more difficult and more rare;

## PSYCHOLOGY 417A

The Psychology of Communication and Language con't

Instructor: Morris L. Shames

Maximum: 45 Students

DAY

Excerpt  
con't:

The abysses between man and man threaten ever more pitilessly to become unbridgeable. I began to understand at that time, more than thirty years ago, that this is the central question for the fate of mankind. Since then I have continually pointed out that the future of man as man depends upon a rebirth of dialogue." (Buber)



PSYCHOLOGY 419B  
Psycholinguistics

Instructor: TBA  
 Maximum: 45 Students

DAY

Description: This course will begin by introducing the student to the general idea of "a grammar" and will then proceed to the following topics:

- (a) Constituent structure and Transformational Grammars.
- (b) Cognitive Implications of Transformational Grammars.
- (c) The Concept of a Morpheme and its meaning, and
- (d) Phonetics, Phonemics, and Speech.

Prerequisite: Psychology 300Z

Format: Three hours of lectures per week.

PSYCHOLOGY 500Z  
Honours Thesis

Instructor: Staff  
 Maximum: Determined by resources of the department DAY

Description: This course will require the Honours student to propose and complete a research thesis according to the APA format. The student's work will be supervised by a Thesis Chairman, selected from within the department by the student, and at least one additional member of the departmental staff selected jointly by the Thesis Chairman and the student. Required of all third year Honours students and open to Qualified Majors who have completed Psychology 300, 301, 303, 401 and 403, and who have permission of faculty.

Prerequisite: Refer to description of the Honours programme and admissions requirements.

PSYCHOLOGY 502Z  
Honours Seminar

Instructor: Staff  
 Maximum: Determined by resources of the department DAY

Description: This course will consist of a sequence of topical lectures or discussions conducted by the departmental staff. Topics will be of a contemporary nature, and will focus on current research.

Prerequisite: Refer to description of the Honours programme and admission requirements.

PSYCHOLOGY 504Z  
Mathematical Theories of Behaviour

Instructor: Robert M. Lambert

DAY

Description: This course is intended to demonstrate how mathematical concepts and techniques, are employed in the formulation of psychological theories. Theories of simple learning, perception, decision-making and reasoning will be examined. The course presupposes no particular background in mathematics and will be taught at a level of mathematical sophistication determined by the skills that students bring to it. It is a course that may be of interest to the general student of science, or the psychology student seriously concerned with problems in theoretical psychology.

Prerequisite: Psychology 300Z, 301B, 303A, 401A, 403B or instructor's permission.



PSYCHOLOGY 508Z  
Community Psychology Practicum

Instructor: Paul Babarik

DAY

Description: Each student will operate as an enabler or technical assistant to a community action agency applying community psychology principles. The student will develop and maintain an information system or equivalent programmatic activity for the host agency and be descriptively evaluated by the agency as well as by the professor.

Prerequisite: Psychology 406Z